

A SELF-CENTRIC LEARNING METHODOLOGY IN QUR'ANIC
RECITATION WITH TAJWEED USING MULTIMEDIA
INSTRUCTIONAL DESIGN APPROACH

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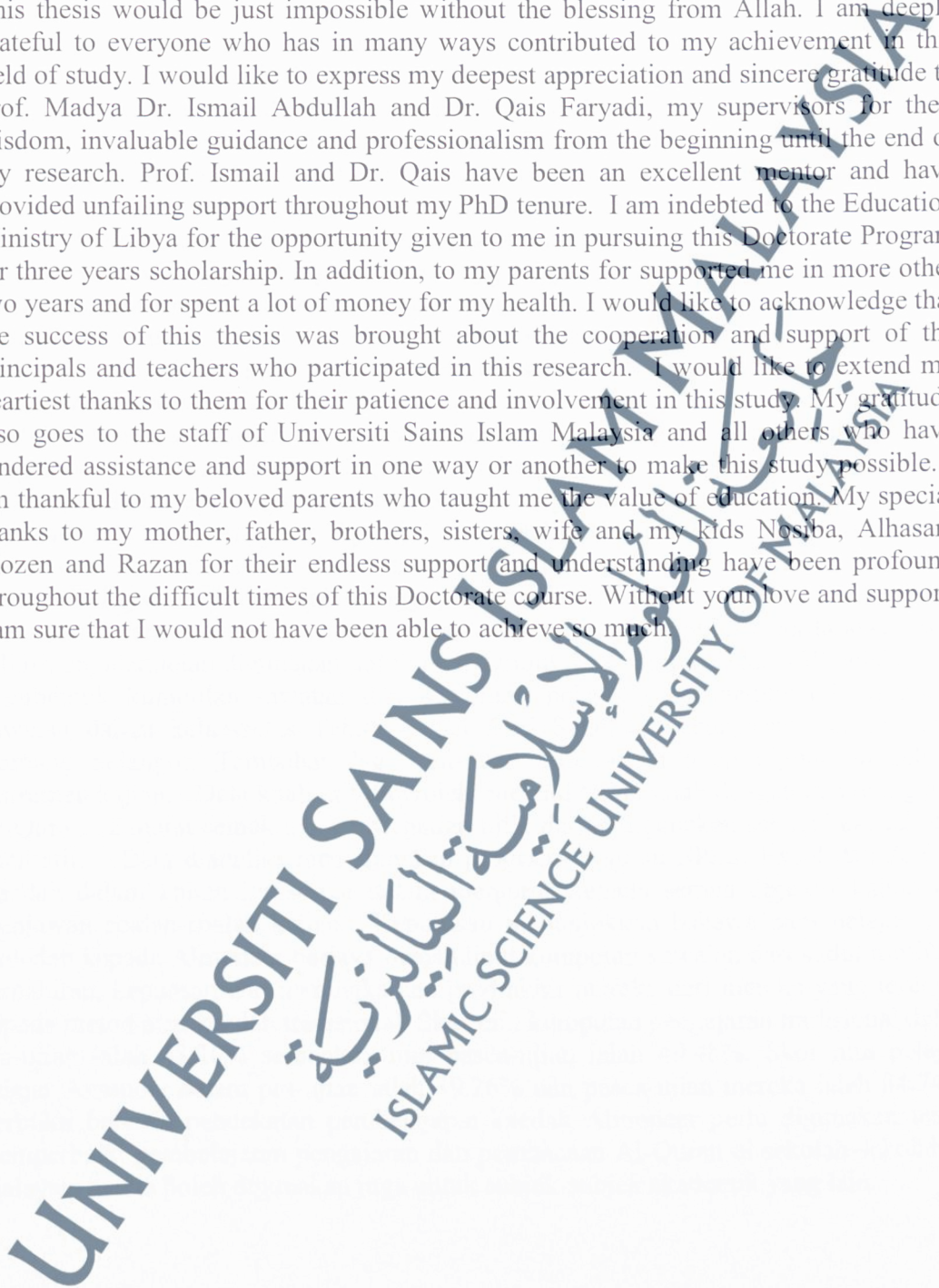
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ABSTRAK

Inovasi berteknologi dalam sistem pembelajaran multimedia telah mengubah pola pembelajaran pada pelbagai keadaan dan senario, dan didapati bahawa sistem pembelajaran tradisional tidak sesuai untuk proses pengajaran dan pembelajaran pembacaan Al-Quran berdasarkan peraturan Tajwid. Berdasarkan sorotan literatur, para pelajar diajar Bahasa Arab tanpa semua huruf vokal. Oleh kerana pengajaran dan pembelajaran pembacaan Al-Quran berasaskan Tajwid merupakan satu tugas yang sukar yang memerlukan pengalaman terdahulu dan ilmu pengetahuan pelajar dalam Bahasa Arab, kajian semasa ini dijalankan berdasarkan beberapa teori pembelajaran seperti teori-teori Mayer, Reigeluth, and Vygotsky. Kajian ini menggunakan beberapa model multimedia seperti model-model Gagne, Arcs, Mayer dan Assure. Objektif utama kajian ini ialah menentukan dan menilai secara kritis produk-produk pengajaran dalam Bahasa Arab sedia ada di sekolah-sekolah Malaysia dan pasaran yang mengajarkan Bahasa Arab dan Quran dengan menilai kekuatan dan kelemahan produk-produk berkenaan. Kajian ini menyediakan kaedah mengajar pembacaan Al-Quran dengan menambah Al-sokun dalam satu rekabentuk baru pengajaran multimedia yang dipanggil Almoneer. Fungsi utamanya ialah menggalakkan para pelajar membaca ayat-ayat suci Al-Quran mengikut Tajwid dan menyebut huruf-huruf menggunakan semua huruf vokal Bahasa Arab dan membezakan di antara pembacaan Al-Quran dan peraturan Tajwid. Kajian ini menggunakan metod-metod kuantitatif, kualitatif dan deskriptif dalam mengumpul data. Satu kaedah kajian kuantitatif berdasarkan soal-selidik tinjauan telah digunakan untuk mengumpul data dari sejumlah 139 pelajar yang membentuk kumpulan rawatan dan 42 orang pelajar yang membentuk kumpulan kawalan dalam kelas-kelas Tahun 4 dan 5 di Sekolah Kebangsaan Taman Kosas Ampang Selangor. Tambahan lagi, pra- dan pasca-ujian telah digunakan sebagai instrumen kajian. Data kualitatif diperolehi melalui temuramah dengan dua orang guru Al-Quran. Senarai semak dan pemerhatian bilik darjah digunakan sebagai kaedah data kualitatif. Data dianalisa menggunakan program-program SPSS, Excel dan AMOS. Kaedah dalam kajian ini sesuai dalam menjurus kepada semua objektif kajian dan menjawab soalan-soalan kajian. Keputusan menunjukkan bahawa para pelajar yang terdedah kepada Almoneer berjaya menandingi kumpulan kawalan dari sudut motivasi, kemahiran, kepuasan dan meningkatkan gred akhir mereka dari mereka yang terdedah kepada metod atau kaedah tradisional. Skor min kumpulan pengajaran tradisional dalam pra-ujian ialah 48.20% sementara min pasca-ujian ialah 49.48%. Skor min pelajar-pelajar Almoneer dalam pra-ujian ialah 39.26% dan pasca-ujian mereka ialah 84.74%. Terbukti bahawa pendekatan pembelajaran kaedah Almoneer perlu digunakan untuk memperbaiki pembelajaran pengajaran dan pembacaan Al-Quran di sekolah-sekolah di Malaysia dan ia boleh digunakan juga untuk subjek-subjek akademik yang lain.

ABSTRACT

The technological innovations in multimedia learning systems has transformed the learning pattern at various settings, notably, traditional learning systems have shown to be inappropriate for teaching and learning Qur'anic recitation based on the Tajweed rules. Based on the review of literature the students are taught Arabic Language without all vowels. Since the teaching and learning of Qur'anic recitation based on Tajweed is a difficult task that requires more than prior experience and knowledge of the learner in Arabic language, the present research conducted based on a few learning theories such as Mayer, Reigeluth, and Vygotsky theories. This research employed a few multimedia models of Gagne's, Arcs's, Mayer's and Assure models. The main objective of this research is to determine and critically appraise the existing Arabic Teaching products available in Malaysia schools and markets that teach Arabic language and Qur'an by evaluating the strength and weaknesses of these products. This research has provided the method of teaching Qur'an recitation by adding Al-sokun in a new multimedia instructor design called Almonoer. Its main function is to motivate students to recite the Holy Qur'an based on Tajweed and pronounce the Alphabets with all Arabic vowels and distinguish between Qur'anic Recitation and Tajweed rules. This research used quantitative, qualitative and descriptive methods in collecting data. A quantitative research method based on a survey questionnaire were used to collect quantitative data from a total of 139 students that formed a treatment group and 42 students that formed the controlled group in classes 4 and 5 at Sekolah Kebangsaan Taman Kosas Ampang Selangor. Furthermore, the pre-test and post-test have been used as instruments in this study. The qualitative data was obtained through interviewing two Qur'anic teachers. Checklist and Classroom observation were used as means of qualitative data. The data was analyzed by SPSS, Excel and AMOS programs. The methods used in this study were suitable in addressing all the research objectives and answering the research questions. The results showed that students who were exposed to Almonoer had outperformed the controlled group in their motivation, skills, satisfaction and increased their final grades than those who were exposed to the traditional method. The mean score of the traditional teaching group in the pre-test 48.20% whereas the post-test mean is 49.48%. The mean score of the Almonoer students pre-test is 39.26% and their post-test is 84.74%. It is evident that the Almonoer instructional learning approach should be used to improve Quran teaching and recitation learning in Malaysia schools and can be replicated to other academic subjects.

MULAKHKHAS AL-BAHTH

في ضوء التغييرات الذي تشهده التكنولوجيا في أنظمة التعلم بواسطة الوسائط المتعددة في التعليم في مختلف المجالات، وفي الوقت نفسه الذي أظهرت أنظمة التعليم التقليدية أنها غير ملائمة لتعليم وتعلم تلاوة القرآن الكريم بالتجويد. واستنادا على الدراسات السابقة يتم تدريس الطلاب اللغة العربية بدون حركات. وبما أن تدريس وتعلم تلاوة القرآن الكريم على أساس التجويد هي مهمة صعبة تتطلب أكثر من الخبرة السابقة وخبرة المتعلمين في اللغة العربية، فإن البحث الحالي الذي اؤسس على عدد من نظريات التعلم مثل نظرية ماير، نظرية ريجلوث، و نظرية فيغوتسكي مع بعض نماذج الوسائط المتعددة مثل نموذج غاغن، أركس، ماير و أسور. والهدف الرئيسي من هذا البحث هو تحديد وتقييم نقدي للبرامج التعليمية العربية المتاحة في المدارس والأسواق في ماليزيا التي تعلم اللغة العربية والقرآن من خلال تقييم قوة وضعف هذه البرامج. وقد وضع هذا البحث طريقة تدريس تلاوة القرآن الكريم بإضافة حرجة جديدة وهي السكون في تصميم جديد للوسائط المتعددة يدعى المنير. وظيفته الرئيسية هي تشجيع الطلاب على قراءة القرآن الكريم على أسس التجويد ونطق الحروف العربية الهجائية بجميع الحركات والتمييز بين تلاوة القرآن الكريم وقواعد التجويد بالاعتماد على انفسهم. استخدم هذا البحث الطرق الكمية والنوعية والوصفية في جمع البيانات تم استخدام طريقة البحث الكمي المنبئية على استبيان المسح لجمع البيانات الكمية من 139 طالبا شكلوا مجموعة تجريبية و 42 طالبا شكلوا المجموعة الضابطة في الصفين 4 و 5 في مدرسة كييانغسان تامان كوساس مدينة أمبانغ ولاية سيلانغور. وعلاوة على ذلك، تم استخدام الاختبار القبلي والاختبار البعدي كأدوات في هذه الدراسة. تم الحصول على البيانات النوعية من خلال إجراء مقابلة مع معلمين قرآنيين. واستخدمت فحص القائمة المرجعية والمراقبة الصفية كوسيلة للبيانات النوعية. تم تحليل البيانات بواسطة برامج التحليل الاحصائي اس بي اس و إكسل وبرنامج أموس. وكانت الأساليب المستخدمة في هذه الدراسة مناسبة في معالجة جميع أهداف البحث والإجابة على أسئلة البحث. وأظهرت النتائج أن الطلاب الذين استخدموا المنير كان أدائهم ودوافعهم ومهاراتهم ورضاهم وزيادة درجاتهم النهائية أفضل من الذين تعلموا بالطريقة التقليدية حيث كان متوسط درجات مجموعة المجموعة الفابضة في الاختبار القبلي 48.20% في حين أن متوسط الاختبار البعدي هو 49.48% وكان متوسط درجات طلاب الطريقة التجريبية هي 39.26% واختبارهم البعدي هو 84.74%. ومن الواضح أن منهج التعلم التعليمي باستخدام المنير ينبغي أن يستخدم لتحسين تدريس تلاوة القرآن بالتجويد في المدارس الماليزية ويمكن استخدامه في مواضيع أكاديمية أخرى.

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ABBREVIATIONS

ADDIE	Analysis Design Development Implementation and Evaluation
CAPL	Computer Aided Pronunciation Learning
ECU	Equality Challenge Unit
FK	Fardhu Kifayah
HE	Higher Education
HCI	Human Computer Interaction
HTML	Hyper Text Mark-up language
ICT	Information and Communications Technology
AS	Jibreel Alihu Asalaam
LTS	Learning Technology Standards Committee
MVLE	Multimedia Virtual Learning Environments
MU	Muslim Ummah
DIAMI	Digital Interface of Musical Instrument).
PCA	Principle Component Analysis
TM	Training Model
UK	United Kingdom
WWW	World Wide Web
CFA	Confirmatory Factor Analysis
CFI	Comparative Fit Index
GFI	Goodness Fit Index
ML	Maximum Likelihood
NFI	Normed Fit Index
SEM	Structural Equation Modeling
SMQ	Questionnaire of Structural Equation Modeling

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